

## Academic Interventions Diagnostic

Consider your level of implementation for the five areas below and use the aligned resources to help improve in the areas in which you need development.	Fully Implemented	Partially Implemented	Implementation Plan in Development	Needs Development
<p>1) Our school's <a href="#">core (universal) instruction (Tier 1)</a> is as effective as possible:</p> <ul style="list-style-type: none"> <li>Teachers frequently use <a href="#">differentiated instruction</a> strategies.</li> <li>Teachers construct student friendly learning targets.</li> <li>Teachers regularly use formative assessment strategies to gauge students understanding of the lesson/ attainment of the skill.</li> <li>The school has a universal <a href="#">behavioral plan</a> focused on positively reinforcing good choices/ habits. All teachers adhere to the plan.</li> <li>The <a href="#">System of Interventions</a> is related to academics, behavior and social/ emotional needs of students.</li> <li>Teachers use flexible ability groups to structure lessons so that all students are getting the direct instruction, guided practice and independent practice they need to be successful.</li> <li>Universal screener data and diagnostic data is reviewed often to inform instructional decisions for all students.</li> </ul> <p>(See <a href="#">Webinar 2- Kentucky System of Interventions: Analyzing and Using Data</a> for more assistance.)</p>				

## Academic Interventions Diagnostic

Consider your level of implementation for the five areas below and use the aligned resources to help improve in the areas in which you need development.	Fully Implemented	Partially Implemented	Implementation Plan in Development	Needs Development
<p>2) The <a href="#">System of Intervention</a> is as effectively planned as possible to ensure success</p> <ul style="list-style-type: none"> <li>The <a href="#">System of Intervention</a> includes the use of evidence-based strategies that are flexible so that if a student does not respond to one strategy, another strategy can be employed.</li> <li>The most knowledgeable, well-trained interventionist is chosen to lead the intervention.</li> <li>The <a href="#">System of Intervention</a> does not necessarily rely solely on vendor programs, but include resources for a differentiated approach to learning for students</li> <li>The <a href="#">System of Intervention</a> is monitored frequently for fidelity to implementation. Walk-throughs and drop-in observations are also conducted in order to help make suggestions for program improvement.</li> <li><a href="#">Progress Monitoring</a> is planned and adhered to for all students. Progress monitoring includes: daily teacher notes on students, formative assessment probes and formal progress monitoring probes.</li> </ul>				

## Academic Interventions Diagnostic

Consider your level of implementation for the five areas below and use the aligned resources to help improve in the areas in which you need development.	Fully Implemented	Partially Implemented	Implementation Plan in Development	Needs Development
3) The school has a <a href="#">School Implementation Team</a> and a Student Intervention Team to help guide the System of Intervention and to make data-based decisions for moving students forward. Student and school progress is monitored and reviewed often.				
4) The school has a comprehensive <a href="#">schedule</a> for interventions so that all students can receive the assistance they need without interrupting or supplanting core instruction.				
5) Intervention decisions for students are made based on multiple sources of data: Kindergarten Readiness Screener, KPREP, EPAS (EXPLORE, PLAN, ACT), End of Course exams, district/school level assessments, classroom performance, teacher recommendation and parent recommendation.				